

Standards	*	Lessons	Teacher Notes														
1.OA.7- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. Learning Targets: I can compare the values on each side of the equal sign. I can decide if an equation is true or false.	▶	<i>To address KCAS, the following should be included in instruction:</i> Math Investigations: Unit 5 Sessions: <ul style="list-style-type: none">3A.1-3A.4 Unit 8 Sessions: <ul style="list-style-type: none">4A.1- 4A.5	KCAS Notes: 1.OA.7 – Dot Addition: What's Missing? During class discussion, as students' strategies are recorded, incorporate balanced equations.														
1.OA.8- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$. Learning Target: I can find the unknown value in an addition or subtraction equation with three whole numbers.	▶	GAP LESSONS <u>1.OA.7</u> <u>True or False</u> <u>1.OA.8</u> <u>Find the Missing Number</u> <u>1.NBT.4</u> <u>Add and Subtract 10</u> <u>Adding 2 and 1 Digit Numbers</u> <u>Lucky-Six</u> <u>1.G.3</u> <u>Sandwich Fractions</u> <u>Equal Parts</u> <u>Fraction Pictures</u> <u>Make a Pizza</u>	KCAS Note: 1.OA.8 – When playing Counters in a Cup, Tens Go Fish, and How Many Am I Hiding, students should write an equation to represent their combinations.														
1.NBT.4 - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Learning Targets: I can add a two-digit number to a one-digit number. I can add a two-digit number to a multiple of 10. I can relate my strategy to a written method and explain my reasoning. (Strategies: concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction)	★																
1.NBT.5 - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Learning Target: I can mentally find 10 more or 10 less than a number and explain my reasoning.	★	<table><tr><td colspan="2">Formative Assessment Opportunities</td></tr><tr><td>1.OA.7</td><td></td></tr><tr><td>1.OA.8</td><td></td></tr><tr><td>1.NBT.4</td><td></td></tr><tr><td>1.NBT.5</td><td></td></tr><tr><td>1.NBT.6</td><td></td></tr><tr><td>1.G.3</td><td></td></tr></table>	Formative Assessment Opportunities		1.OA.7		1.OA.8		1.NBT.4		1.NBT.5		1.NBT.6		1.G.3		
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1.NBT.6 - Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Learning Targets: I can subtract multiples of 10 from larger multiples of 10.	★																

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I can relate my strategy to a written method and explain my reasoning. (Strategies: concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction)		
1.G.3 - Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. Learning Targets: I can partition circles and rectangles into 2 equal shares. I can partition circles and rectangles into 4 equal shares. I can describe equal shares using appropriate vocabulary. I can explain what happens to equal shares when I partition them into smaller shares.	★ ▶	Vocabulary addition, add, putting together, adding to, counting on, making ten, subtract, taking apart, taking from, sum, unknown, equal, equation, subtraction, subtract, taking apart, taking from, equivalent, ones, tens, digits, multiple, partition, circle, rectangle, equal shares, halves, fourths, quarters, half of, fourth of, quarter of http://www.amathsdictionaryforkids.com/

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